

Inspection of a good school: Orchard Park High School

Orchard Way, Shirley, Croydon, Surrey CR0 7NJ

Inspection dates:

23 and 24 January 2024

The headteacher of this school is Carly Moran. This school is part of the Greenshaw Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Will Smith, and overseen by a board of trustees, chaired by Anne Spackman.

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils in this school receive an exceptional education. Leaders have extremely high expectations for pupils, which ensures that all pupils, including those with special educational needs and/or disabilities (SEND), can excel.

Pupils are very polite and welcoming. Leaders have carefully crafted a character programme to develop the necessary life skills to enable pupils to be successful. As a result, pupils are hardworking, articulate and highly motivated to learn.

There is a strong sense of community in the school. Staff know all their pupils very well. Pastoral support is extremely strong and, as a result, pupils are safe in school. Leaders have created a calm and orderly environment. Behaviour in lessons and around the school site is exemplary.

Pupils all take part in a very broad range of wider opportunities. Pupils attend 'character clubs' at the end of the school day. These include a variety of sports and music groups, philosophy and coding club. Pupils also attend a range of outings each year. As well as a number of residential visits abroad, pupils can also take part in the 'adventures in London' programme. This gives pupils opportunities to visit a range of museums, and historic and cultural landmarks.

What does the school do well and what does it need to do better?

Leaders have developed an ambitious curriculum for all pupils in the school. The curriculum is designed to ensure that pupils develop knowledge and skills very effectively. This includes ensuring that pupils can use subject-specific vocabulary confidently. Leaders have robust systems in place to ensure that there is a high level of consistently strong practice amongst staff. They are conscious of the pressures of workload and explore strategies to minimise these where possible. The governing body understands the strengths and priorities of the school and carries out its role effectively.

Teachers have strong subject knowledge. They present information clearly and make adaptations to ensure that all pupils with SEND access the curriculum effectively. Teachers choose activities during lessons skilfully. This enables pupils to deepen their understanding of subject content.

Teachers are methodical in their systems for checking pupils' understanding and addressing any misconceptions. They ensure that all pupils have a deep understanding of what they are learning. Teachers have extremely high expectations for the quality of work that pupils produce. As a result, pupils routinely complete work of a very high standard.

Leaders ensure that pupils who struggle to read are swiftly identified on entry to the school. Bespoke support is put in place so that these pupils quickly make improvements in their reading and fluency. Staff enable pupils in the school to develop a genuine love of reading. Pupils enjoy reading a range of carefully chosen texts in school every day.

Pupils' attitudes to learning are extremely positive. Systems to support pupils' behaviour are clear and applied consistently by staff. Pupils are taught how to regulate their own behaviour as part of their character development. Leaders ensure that pupils' attendance is high. They communicate effectively with parents and carers. The school has robust procedures in place to encourage pupils to attend school regularly.

Leaders have developed a thoughtful and well-planned personal development programme that is rooted in the values of the school. The local context of the school and challenges pupils may face have been carefully considered as part of this curriculum. The assessment of pupils' understanding of these topics is rigorous. This helps pupils to develop a thorough understanding of how to stay safe and healthy.

The development of pupils' character is central to the ethos of the school. Pupils are explicitly taught character traits expected of them. These are then celebrated in a variety of ways including through completion of a 'character passport'. Leaders ensure that pupils receive high-quality careers advice and guidance. Pupils experience the world of work through access to a range of outings and visiting speakers.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142040
Local authority	Croydon
Inspection number	10296737
Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	648
Appropriate authority	Board of trustees
Chair of trust	Anne Spackman
Headteacher	Carly Moran
Website	www.orchardparkhigh.co.uk
Dates of previous inspection	18 and 19 September 2018, under section 5 of the Education Act 2015

Information about this school

- The school is part of the Greenshaw Learning Trust.
- The school uses two registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team and a range of staff. They also met with members of the governing body, and a representative from the trust.

- Inspectors carried out deep dives in the following subjects: mathematics, music and geography. For each deep dive, inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers, discussed with pupils and looked at samples of pupils' work. The curriculum in other subjects was also considered.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents, pupils and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector

His Majesty's Inspector

Jonty Archibald

Ofsted Inspector

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